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ABSTRACT

This school social work guide is intended for student service directors, school social work practitioners, and those individuals who are interested in improving the academic and personal social outcomes of students in North Carolina. It should help sensitize school personnel to the value and appropriate use of school social workers and provide a sense of purpose and direction in this area of practice. In addition, this manual describes how social workers, in concert with other school and community personnel, can address academic, social and interpersonal barriers to students' success. Designed to update the knowledge of schools' social workers, the manual also serves as a basic resource for planning and in-service training. It may also be utilized to educate and to assist interested community members, other educators, parents, parent teacher association, and educational organizations. Sections include: (1) School Social Work in North Carolina; (2) Social Work Services in the Schools; (3) School/Community-Based Service Coordination/Case Management; (4) School Social Work Job Description; (5) State Licensure of School Social Workers; (6) School Work Organization and Administration; (7) Statues and Policy Guide Social Work Practice; (8) Professional Practice and Code of Ethics; (9) School Social Work Literature; and (10) Professional Resources. Eight appendixes include a list of barrier identification, taxonomy of tasks performed by social workers, sample forms, names and addresses of relevant journals and approved programs in the state, a list of standards of competence, code of ethics, and references. (MKA)

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# *School Social Work in North Carolina:*

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# A Guide to Practice and Policy

*June 1998*

*Public Schools of North Carolina*
State Board of Education • Department of Public Instruction • School Improvement Division
301 North Wilmington St., Raleigh, NC 27601-2825



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# School Social Work in North Carolina
# A Guide to Practice And Policy

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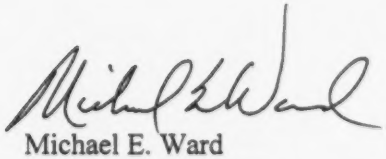
## Foreword

School Social Workers are playing a more vital role in facilitating a positive and relevant educational experience for the rapidly changing student population. Since students often come through the schoolhouse doors with problems which were unimagined by their parents, schools must be prepared to help children and parents find solutions to problems which interfere with learning. Though school social workers can not do it alone, these invaluable practitioners can address the unique needs of children and their families by identifying and developing strategies for intervening at the individual, family, institutional, and community level. In essence, school social workers can develop comprehensive educational and social services which may enhance the academic and social outcomes of students.

These practitioners have an acute interest in the state's educational goals. School social workers help remove structural and social barriers that may impede a student's progress. They also foster parent involvement in the child's education which is critically important in helping children to perform better in school, to live drug free and productive lives. Thus, the enhancement of partnerships with parents is a major component in promoting the social, emotional, and academic growth of children. Consequently, school social workers serve as resource brokers and advocates who link children and families to services. Children and youth of our state benefit from the social worker's understanding of school-home-community partnerships, human services delivery systems and resources and interventions for at-risk students.

Significant progress has been made, but there is still a need to provide more adequately staffed, comprehensive school social work programs. We need to continually identify ways to eliminate impediments to the ability of school social workers to help students achieve a quality education. Hopefully, this manual will help schools to better understand the importance of school social workers and how their expertise, knowledge, and skills aid students.



Michael E. Ward
State Superintendent
June, 1998

## Acknowledgment

The manual stemmed from the laborious and thoughtful efforts of school social work practitioners, professional association staff, and educators. The manual was updated to reflect changes in education and the field of social work.

A School Social Work Advisory Committee provided considerable input concerning direction and content of the manual. Members of the committee included:

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Special thanks is extended to Gary L. Shaffer, Ph. D., Associate Professor at the University of North Carolina at Chapel Hill. The manual extends the work which was done by a previous North Carolina Department of Public Instruction task force.

## Introduction

The school social work guide is intended for student service directors, school social work practitioners, and those individuals who are interested in improving the academic and personal social outcomes of students in North Carolina. It should also help sensitize school personnel to the value and appropriate use of school social workers and provide a sense of purpose and direction to this area of practice. Additionally, the manual describes how social workers, in concert with other school and community personnel, can address academic, social, and interpersonal barriers to student's success.

This manual is intended to serve multiple purpose. It is designed to update the knowledge of school social workers and other student services professionals. The manual also serves as a basic resource for planning and inservice training. Additionally, it may be utilized to educate and to assist interested community members, other educators, parents, parent-teacher associations, and educational organizations. The ultimate goal, however, is that these policies and practices will enhance School Social Work services to the children in our state.

> Now America has some interesting challenges that I think are somewhat unique to our country in this global environment in which education is important, and we might as well just sort of put them out there on the front end---not that we can resolve them today. The first that we have a far more diverse group of students in terms of income and race and ethnicity and background and, indeed, living conditions than almost any other great country in the world.
>
> Second, we have a system in which both authority and financing is more fractured than in other countries, is typically the case. Third, we know that our schools are burdened by social problems, not of their making, which make jobs for principals and teachers more difficult.
>
> *Remarks by President Clinton: National Governors Association, Education Summit, March 29, 1996*

Public education is becoming increasingly complex, as states, communities, and parents expect schools to attend not only to traditional educational issues but also to students' social, psychological, and physical needs. Children whose parents are single, unemployed, underemployed, and/or illiterate often face imposing educational barriers. Children victimized by violence, family dissolution, neglect, drug abuse, and child abuse or those experiencing teen pregnancy, parenthood, or homelessness are also less able to focus on the daily tasks of learning.

No quick fix solutions are in sight but it is clear that teaching basic skills and providing a standard curriculum in the classroom are no longer enough. It is increasingly clear that schools

must also "assist students and their families in alleviating social and health problems which can affect the educational process" (Metropolitan Life Insurance Company, 1989, p. 8). In addition to imparting basic skills effective school programs today require strong administration, safe learning environments, high expectations for achievement, and ongoing monitoring of student performance as well as basic skills. Student l services are essential to effective schooling, and school social work services are a necessary component of a comprehensive student services initiative (Hare, 1988).

As a major component of school reform, the ABC philosophy was designed to improve the educational outcomes of young people. This plan was developed by the State Board of Education in 1995 and facilitated by the General Assembly's desire to improve public schools in North Carolina. Consequently, the ABCs of public education call for strong accountability with emphasis on high academic standards; teaching the basics; and maximum local control. Under this plan to improve public schools, individual schools are held accountable for student performance. Staff in each school must take responsibility for the education of each student. High standards for academic achievement is the centerpiece of this educational reform. The ABCs stress skill mastery in basic area. All schools are expected to meet growth standards which are based on that school's previous performance. Staff at all schools achieving expected or exemplary performance standards receive incentive awards and recognition. On the other hand, schools may receive mandatory assistance if they fail to meet growth expectations.

Inasmuch as all school personnel are accountable for student performance, School Social Workers must be continuously involved in improving student outcomes, especially since many students face serious barriers to learning. Schools can not afford to overlook interpersonal factors which contribute to excellence and other social conditions that may impede the attainment of academic excellence. In some instances, issues which affect the whole of society also present barriers to the academic achievement and personal social progress of students. Though some barriers arise from situations that are beyond the control of the school, the obligation to overcome barriers still exists for the school. Taking positive steps to identify and to alleviate barriers to learning are primary strategies available to schools to improve student performance.

School Social Workers are one of the few resources in schools for addressing personal social problems that inhibit students' ability to learn. School Social Workers constitute a stable and growing force within the field of education. Approximately 500 School Social Workers serve students in 115 education districts across the state. But the distribution of Social Workers is uneven and inequitable, and some school districts do not have School Social Workers. As cited in the results of the North Carolina School Social Work Survey (1997), there are thirty school districts (27 % of the state's school districts) without school social workers. In other case, districts have social workers assigned to schools who are hired by the Department of Social Services. In general, these practitioners tend to be more represented in larger or more urban school districts with greater resources. Nevertheless, smaller, more agrarian school districts, have great and unique needs of their own.

The skills and competencies of school social workers enable schools to carry out their primary functions of educating all pupils more effectively without regard to the student population. The following are the primary skills of School Social Workers as described by the NASW (1997):

- assessing and intervening in the social and emotional needs of students in relation to learning understanding, evaluating, and improving the total environment of pupils; thus making for a positive school climate;
- strengthening the connections of home, school, and community by identifying and linking essential components to create the best learning environment for the student, and to personalize and make education relevant to all constituents of a pluralistic society;
- building mutual communication and support among all participants in the school system, including parents, students, staff, and the community;
- developing systemic preventive and remedial intervention programs for identified problems;
- providing meaningful and relevant consultation and in-service programs (related to student needs and school policies) for teachers and school administrators;
- providing group and individual counseling for students and,
- playing an integral part in the pursuit of educational excellence.

Professional School Social Workers do play an integral part in the pursuit of educational excellence. School Social Workers are charged to analyze barriers to learning and achievement, and develop and implement strategies which address and eliminate identified barriers to student learning. While school goals and objectives are educational, schools also need to acknowledge that achievement is linked to broad aspects of student health, well- being and other affective needs. For example, a student's ability to learn is significantly affected by abuse, physical or health needs, depression, substance abuse, or a school climate that induces fear. Thus, school social workers help students to:

- increase academic success
- maximize educational opportunities
- improve interpersonal relationships
- cope with crisis situations
- develop self- discipline
- learn problem- solving and decision making skills
- resolve conflicts without violence
- improve attendance
- build self- esteem
- remain in school and graduate

In practice, school social workers serve individual children but they also intervene with the social contexts in which they function, in particular the school environment, the home, and the

community. Their preventive, remedial, and crisis intervention activities seek to remove barriers that impede student learning and frustrate teachers efforts in the school environment *(see Appendix A)*.

The key to helping students learn and grow is problem prevention and intervention. Substance abuse, truancy, teen pregnancy, underachievement, child abuse, family break-up, aggressive behavior, suicide and other problems are amenable to early intervention. When appropriately employed, school social workers can frequently prevent or minimize the effects of such problems. The savings achieved by their intervention are realized in both human and fiscal terms.

## School Social Work in North Carolina

North Carolina LEAs currently employ approximately 500 School Social Workers who serve in a wide range of initiatives. This diversity reflects both local needs and the broad range of School Social Work expertise *(see Figure 1)*.

**Figure 1**

**School Social Worker Service Initiatives in North Carolina**

| | |
|---|---|
| Alternative Schools | Migrant Services |
| Case Management | Multicultural/Diversity |
| Child Abuse & Neglect Prevention | Parent Education |
| Compulsory Attendance | Pregnancy Prevention |
| Court System | Pre-school/ Early Intervention Crisis |
| Intervention | Special Education |
| Dropout Prevention | Student Health Clinics |
| ESL Services | Student Support Services Family |
| Counseling | Substance Abuse Prevention |
| Homeless Services | Suicide Prevention |
| Hospital Homebound | Violence Prevention Programs |
| Juvenile Delinquency | Willie M Program |

In recognition of social work's contribution to effective schools, expanding college and university training programs, and an active school social worker's association are contributing increased professionalism and clarity to the role of the school social workers. North Carolina has made significant advances by establishing a state-wide job description for School Social Workers, formulating evaluation criteria for school social work practice, defining the MSW or BSW degree as the minimal certification standard, establishing minimum student/social worker ratios, and developing initial certification programs for Student Support Services Personnel. The National Association of Social Workers (NASW) has also supported state efforts by promoting national standards for school social work practice and by preparing national certification standards.

As a result of the Basic Education Program (BEP), more stringent licensure requirements have

been applied in recent years. In North Carolina, some School Social Workers serve as many as eight schools, which far exceeds the BEP standards. Even though these mandates are no longer applicable, the greater number of schools served and heightened social problems, therein encountered require, if anything, a smaller School Social Workers to schools ratio. The National Council of State Consultants of School Social Worker Services ( *see Figure 2*) recommends such school social worker to student ratios. Yet, despite the growing numbers of MSWs and BSWs joining the ranks of professional school personnel, school social workers continue to experience high worker- student ratios.

**Figure 2**

| RECOMMENDED SCHOOL SOCIAL WORKER- STUDENT POPULATION RATIOS | |
|---|---|
| 1:2000 | Total school population with no special concentration |
| 1:1,500 | Total school population with poverty concentration |
| 1:1,000 | Total school population with special education concentration |
| 1:800 | Total school population with special education and poverty concentration |
| 1:500 | Total school population with special education, poverty, and minority concentration. |

*National Council of State Consultants for School Social Work Services*

The Improving America's Schools Act of 1994 ( P.L. 103- 382), which reauthorizes the Elementary and Secondary Education Act of 1965, provides Title I and other monies that can be used to hire school social workers. School districts may also utilize grants and funds from foundations to secure school social workers. Additionally, the Individuals with Disabilities Education Act provides some funds for special education and " related services," which may involve school social work

## Social Work Services in the Schools

School Social Workers possess a variety of skills that can promote the educational objectives of a school system. These skills include direct services such as counseling and group work with individual students, their parents or guardians, as well as indirect interventions such as community organization, resource development, consultation, program planning and evaluation, and advocacy.

The National Association of Elementary School Principals (1996) advocates that school social workers services are effective educational investments, and can help schools to:

- reduce the number of school dropouts
- develop intervention strategies that prevent school violence
- ensure appropriate special education placements
- facilitate cooperative interagency agreements

- provide case management services that coordinate service delivery for students with multiple needs
- prevent costly litigation by mediating disputes between students, parents, and school systems.

**Comprehensive Social Work Practice**

A comprehensive school social work program includes intervention and prevention components. In general, intervention or remedial services are designated to reduce stress for individuals or groups, whereas, prevention services serve to identify and to evaluate at risk populations. Basically, remedial or intervention services involve crisis resolution and problem solving, while preventive services are compensatory or developmental in nature (see Figure 3). As a matter of course, a school social worker will use both direct and indirect methods when implementing an effective intervention plan. Because most LEAs employ only a few social workers, significant collaborative efforts with parents, students, other school system personnel, and community human service providers and volunteers are necessary in order to meet student needs.

**Crisis Intervention**

Crises can develop for individuals, families, schools, or communities. During a crisis, the school social worker may provide individual counseling and support to a student or groups of students, their families, and school staff. Frequently, the school social worker will draw upon community resources to assist in this effort. Such resources may include child protective services, medical support, emergency assistance, and financial aid. Similarly, the school social worker may help resolve a school or community crisis by planning and providing educational forums, serving on school- and community-based multidisciplinary crisis teams, and advocating for program or policy changes. In a more preventative mode, the school social worker can lend a broad community-based perspective to the development of central office and school-based crisis intervention plans. While frequently unanticipated and stressful, crises provide opportunities for change, and maximum benefits may arise from intervention during these times.

**Problem-Solving**

The desirability of prevention aside, most school social workers focus on problem-solving and remediation. Service requests are received from teachers, staff members, administrators, parents, students themselves, and community agencies. Services to students include individualized counseling, forming and leading student support groups, contributing to assessments and plans for special needs children, and advocating for a child or family's legal and educational rights. Because successful remediation requires an informed and unified response from everyone working with a student, constant collaboration and consultation within and outside of the school system is necessary.

Because parents are usually a child's main source of support, effective parental involvement is a key to a student success. Toward this end, the school social worker can initiate activities to help

improve parents' understanding of school policies and procedures, and their own legal rights and responsibilities. School Social Workers may also help parents to understand the student's current performance and future potential. Additional activities that may effectively involve parents include conferences in the home, community-based parent education programs, volunteer training, and other outreach activities.

A school social worker can also be effective in bringing necessary change to school policies, procedures, and environments. To address these areas, a school social work practitioner may need to collaborate with teachers, parents, and administrators; provide in-service training to teachers and staff; encourage student self-help activities; plan and implement programs for parents, interested community members, and agencies; and lobby influential decision makers.

**Preventive Services**

School Social workers staff a wide range of preventive programs in North Carolina schools, including dropout and pregnancy prevention, pregnancy, child abuse/neglect prevention, substance abuse programs, services to homeless children, violence prevention and other community-supported at-risk programs.

Effective prevention requires anticipating and planning for individual and system-wide service needs. This planning should involve coordinated school and community-based teams of professionals, students, and parents. Needs requiring attention may be gleaned from health screening results, attendance patterns, promotion and retention reports, academic performance data, disciplinary reports, referrals from teachers and other school staff, parent and student requests for assistance, and community referrals from the courts, law enforcement agencies, and departments of health, social services, mental health and other human service.

Preventive programs are designed to provide all students with the opportunity to develop effective social skills and emotional stability. Social and cognitive skills that can be addressed related to decision-making, problem solving, coping, conflict resolution, self-esteem, sexuality, cultural and racial relationships, and communication. Intensive preventive services can also help ease anticipated stresses such as failing a grade, moving into a new community, or matriculating from elementary to middle school. Although children are exposed to significant levels of stress, they often lack fundamental knowledge and skills to understand stress and the intellectual and emotional resources to effectively cope with it. Unresolved and intense anxiety may result in depression, aggression, and self- destruction. Prevention approaches may include teaching the student more effective coping skills or reducing the source of stres, especially if stressors are unusually taxing and inhibits the student's academic and social progress.

The identification of needs should be determined in consultation and collaboration with members of an interdisciplinary team, which provides multiple perspectives for viewing student needs. Sometimes, school social workers, themselves, may conduct needs assessments.

**Figure 3**

**Social Work Services to the Community***

| NEEDS | GOALS |
|---|---|
| | **Remedial** |
| Crisis Resolution | Immediate intervention to reduce stress for individuals and groups in the school, home, and community. |
| Problem Solving | Casework, group work or community intervention services; information and referral; consultation and collaboration. |
| | **Preventive** |
| Compensatory Services | Early identification of populations at risk; needs assessment; program development, implementation, and evaluation; inservice, parent, and community education; collaboration with school and community resources; and advocacy |
| Development of Coping Skills | Socio-educational services to various individuals and groups in the school, home, and community. |

*Adapted from Winters and Easton, 1983, p. 17 and NASW Standards for Social Work Services in Schools. See Appendix B for a more comprehensive taxonomy of tasks performed by school social workers.*

## School/Community-Based Service Coordination and Case Management

Student services are most effectively delivered through a team model. The success of the pupil services team depends on the skills of its various professionals. Social workers' case management training can make a valuable contribution to this success. Case management can help individuals and school systems identify potential resources, obtain and coordinate needed interagency and school-based services, monitor service delivery, and help develop resources or program alternatives when none exist. Figure 4 illustrates the tasks and functions of a comprehensive case management plan. School social workers perform a range of tasks related to client and system-level interventions. Case management is best done by an individual unrelated to the student's family unit. This approach has been defined as a "set of logical steps and a process of interactions within a service network which assures that a client receives needed services in a supportive, effective, efficient, and cost- effective manner" ( Weil, Karls, 1989).

McManus (1993) proposes five major principles that are useful in the developing and evaluating case management:

1. Parents should have a major role in shaping the case management. Much of what the case manger does is what parents usually do for their children.
2. Case managers should have frequent contacts with the child, family and other key actors in the community.
3. A case manager should help families gain access to needed resources.
4. Parents should be involved in decision-making.

Case manger roles and functions should support and strengthen family functioning, both within the family the community.

**Figure 4**

**Functions of Case Management**

- •Assessment- the process of determining needs or problems
- •Planning- the identification of specific goals and the selection of activities and services needed to achieve them
- •Linking- the referral, transfer or other connection of clients to appropriate services
- •Monitoring- ongoing assurance that services are being delivered and remain appropriate, and the evaluation of client processes
- •Advocacy- intervention on behalf of the client to secure services and entitlements.

*Case Management for Families and Children*, McManus, Marilyn C., 1993.

## School Social Work Job Description

Since schools can employ social workers in numerous ways, these practitioners must be flexible, creative and able to demonstrate competencies in a range of areas. The North Carolina Department of Public Instruction (NCDPI) defines School Social Work duties and responsibilities as broadly encompassing eight major functions *(see Figure 5)*. School Social Workers are expected to demonstrate skills and knowledge *in all eight areas* for initial and permanent licensure, although their individual job assignments and responsibilities may not routinely require performance in all these areas.

**Figure 5**

**NORTH CAROLINA'S**
**SCHOOL SOCIAL WORK JOB DESCRIPTION**

**Purpose:** To promote maximum development of all students by prevention and alleviation of problems that interfere with the tasks of learning, through knowledge of human behavior, social systems and social work skills.

**Major Functions:**

A. **Assessment of Student Needs** - The school social worker uses assessment skills to determine special needs of students.

B. **Program Planning and Evaluation** - The school social worker provides input for program planning and evaluation and contributes to the development of departmental and system-wide policies.

C. **Direct Service** - The school social worker employs appropriate social work methods in situations affecting the student's educational progress.

D. **Advocacy** - The school social worker maintains an advocacy role to assure that the student's educational, social, emotional and material needs are met in accordance with established laws, rules, and regulations.

E. **Consultation/Education** - The school social worker provides consultation and in-service experiences for teachers and staff and engages in the mutual exchange of information with community agencies.

F. **Coordination/Liaison** - The school social worker serves as a liaison between home-school-community and promotes effective resource utilization and positive relations with various publics.

G. **Management** - The school social worker organizes time, resources and work load in order to meet responsibilities and maintains accurate case records and documentation.

H. **Professional Growth and Development** - The school social worker shows evidences of professional growth and development and adheres to a professional code of ethics.

Source: N.C. Department of Public Instruction. Revised and approved July 1987.

## State Licensure of School Social Workers

School Social Workers are considered members of an interdisciplinary student support team, and are therefore encompassed by the North Carolina Department of Public Instruction (NCDPI) developed licensure criteria, program approval standards, and evaluation guidelines for support services personnel. For a complete discussion of licensure in North Carolina, consult the *Certification Manual: North Carolina Professional School Personnel* (February, 1993). The licensure manual is currently being revised, and is scheduled for release in July 1998.

**NCPI School Social Work Competencies**

In North Carolina, School social workers are licensed at four degree levels: bachelors (SWA), master's (SWG), advanced master's (AWG), and doctoral level (DWG). Initial licensure requires a BSW or MSW. As a minimum preparation for their license, school social workers must have a bachelor's degree.

Expectations for knowledge, skill, and experience vary considerably among levels but social work training shares a common foundation with the NCDPI competency criteria. Graduates of all SDPI-approved social work programs have a strong liberal arts base and social work content related to:

- practice with individuals, families, groups, communities, and organizations (emphasizing assessment, intervention, and evaluation);
- human behavior and the social environment (emphasizing cultural, racial, and ethnic diversity, and discrimination);
- social welfare policy (emphasizing health and human services); and
- research (emphasizing, small sample, and survey designs).

BSW graduates prepare for beginning social work practice under professional social work supervision. The typical baccalaureate program in social work requires students to complete a strong liberal arts base and 30-40 semester hours of upper division social work content. Masters level graduates are prepared for advanced practice, supervisory, management, and evaluation roles and should exhibit a greater depth and breadth of knowledge and skill. Frequently MSW graduates also have several years of pre-MSW human service work experience. The typical social work masters program requires completion of approximately 60 semester hours of graduate-level course work over a two-year period of time. In some instances, graduate study may be completed in less time if students demonstrate appropriate knowledge, values, and skills, and if they earned baccalaureate degrees from CSWE-accredited programs.

Practical experience is an essential part of social work study. Students at the BSW and MSW

levels complete substantial agency-based instruction which integrates classroom and practical experience. At least 400 clock hours for BSWs and 900 for graduate level practice are required. SDPI school social work certification requires a school-based practicum or experience, and evidence of related competencies gained in agencies serving children and youth.

**Approved College and University Training**

North Carolina social work licensure is based on the completion of approved training program requirements or their equivalencies. An *approved education program* in social work is a university or college program that is approved by the State Board of Education in accordance with specified competencies, standards, and guidelines established by the Board ( see Appendix E). SDPI has approved seven social work programs: one at the MSW level and six at the BSW level. All N.C. approved programs are also accredited by the Council on Social Work Education (CSWE), which is the social worker's national accrediting body. The CSWE is analogous to the National Council for Accreditation of Teacher Education (NCATE). Specific licensure course requirements vary among the NCDPI approved programs, and persons seeking licensure should contact the NCDPI, Licensure Section, Division of Human Resource Management at (919) 733-4125.

An advanced license is also available for qualifying candidates who complete 60 semester hours of master's level social work education.

**Licensing Procedures**

All applicants seeking initial School Social Work licensure should request appropriate application materials from the N.C. Department of Public Instruction, Licensure Section, 301 North Wilmington Street, Raleigh, NC 27601-2825, (919) 733-4125 (within NC) or 1-800-577-7994 (outside NC).

Upon review of all documentation, the applicant will be granted a license or referred to an approved social work program in an institution of higher education (IHE) for further review of credentials. Should the applicant be referred to an IHE, transcripts of all completed undergraduate and graduate course work, along with a current resume must be forwarded. Upon completion of all IHE requirements, SDPI will grant the license to individuals who are recommended by the IHE.

Applicants previously licensed or certified as a school social worker in another state should obtain licensure information from a licensure specialist, Division of Human Resource Management, Licensure Section, N.C. Department of Public Instruction, 301 North Wilmington Street, Raleigh, NC 27601-2825 (919) 733-4125 (within NC) or 1-800-577-7994 (outside NC).

Lateral entry options (i.e."temporary" and "provisional" licensure) exist for MSW or BSW social work employees who meet most of the NCDPI licensure requirements. Before hiring a lateral

entry job candidate, LEAs should contact an NCDPI-approved social work program to determine what educational deficiencies an applicant may have. If the candidate is hired, a personal development plan should be prepared that stipulate the means needed to rectify deficiencies within five years. Advancement toward attaining licensure is evaluated yearly and continued licensure depends on demonstration of adequate progress.

It is important for LEA personnel directors to note that most MSW and BSW graduates should be considered capable of being licensed. That is, they should be able to meet initial licensure requirements within one year of employment as a school social worker. Employed school staff without a substantial amount of previous social work course work will find it difficult, if not impossible, to meet MSW or BSW licensure requirements if the five-year limit while studying part-time.

### Initial Licensure Program

In 1987-88 NCDPI established an Initial Licensure Program (ILP) specifically for Student Support Personnel. All newly licensed personnel must complete the ILP prior to receiving "Continuing Licensure." Designed to assure a basic level of quality in performance, this three year program includes: (1) the assignment of a support system (mentor or support team) for each initially certified person; (2) individualized work planning; (3) formal evaluation based on multiple indicators; (4) development of a professional development plan; and (5) a year-end summative evaluation. Upon successful completion of the ILP, the employing school system submits a formal recommendation for the issuance of continuing licensure. A three year ILP experience is required for school social workers.

The members of the support system can guide skill development, assess performance, and provide psychological support to the new staff member. Whenever possible, an experienced, NCDPI-certified, MSW school social worker should participate in the ILP as a mentor or member of the support team. This is essential for all newly certified personnel, but particularly important when they are recently graduated BSWs or MSWs with few social work peers in the LEA. The experienced MSW can help develop necessary social work skills and knowledge, provide professional support and assessment of the employee's performance, and help induct them into the school system. When such an experienced MSW is not employed in the LEA, cooperative agreements should be established with another LEA or cooperating institution of higher education or with an experienced MSW social work practitioner in the community.

## School Social Work Organization and Administration

### Planning School Social Work Services

Effective School Social Work practice requires the possession of strong values and a wide range of skills. Employment of personnel with professional education, practical training, and experience will benefit the schools and the communities they serve. Professionally trained

school social workers can carry heavier active caseloads and work more quickly and efficiently than those not so trained, thus providing more service for each taxpayer dollar. However, social workers' potential contribution to effective schools may remain untapped in some LEAs if their job descriptions are narrowly defined and if those who hire and supervise them lack understanding of school social work practice.

Considerable planning is required when new workers are hired and new school social work programs are being developed. LEAs with effective and established school social work services, SDPI consultants, professional social work organizations, and colleges and universities with school social work programs can help schools plan social work services. MSW social workers in local agencies such as departments of social services or mental health, developmental evaluation centers, and Area Health Education Centers may also provide valuable consultation. Finally, the rich literature on school social work practice can provide direction and guidance (see Appendix F.) Figure 6 provides an outline of some of the steps school administrators and social workers can take to design a comprehensive social work program.

**Figure 6**

**STEPS IN DESIGNING SCHOOL SOCIAL WORK SERVICES***

**SCHOOL ADMINISTRATOR TASKS AND RESPONSIBILITIES**

**Planning**
a. Understand the scope of school social work practice and its contribution to effective schools.
b. Develop and evaluate a plan of work.
c. Determine the appropriate skills and abilities needed (consultation; job description; MSW or BSW level).
d. Secure adequate private work space, telephone, supplies and secretarial support.
e. Identify qualified professional supervision and plan for ILP activities, if required.

**Recruitment and Employment**
a. Identify appropriate recruitment resources (community, colleges and universities, SDPI).
b. Hire, orient and evaluate social work staff.

**SCHOOL SOCIAL WORKER TASKS AND RESPONSIBILITIES**

**Initial Tasks**
a. Develop relationships of trust with school personnel.
b. Obtain formal and informal sanction for social work services.

**Gather and Assess Data**
a. Acquire a working knowledge of the philosophy of education as practiced by the school district.
b. Acquire a working knowledge of current federal and state laws regarding education and children and youth.
c. Assess the needs and resources of the school district and individual schools.
d. Assess community needs and resources.
e. Analyze the relationship between the school and community.
f. Know the limits of your skills and abilities and locate sources of supervision, consultation, and on-going staff development.

**Negotiate a Plan of Work**
a. Understand the scope of school social work services (State Job Description; National Association of Social Workers' Personnel Standards and Standards for Social Work Services in the Schools; and current practice.
b. Develop priorities for social work service in partnership with administrators as well as other critical decision makers.
c. Develop priorities for social work service into a plan of service that matches needs with resources and tailors objectives and intervention plans to meet the unique demands of each school.
d. Review the yearly plan with responsible administrators and negotiate a mutually acceptable version.

**Evaluation and Feedback**
a. Evaluate annual plan at year end and note accomplishments.
b. Report progress on implementation of each annual plan to responsible administrators.
c. Develop a new annual plan.

**Implement Strategies for Support in the School Environment**
a. Build support with administrators, pupil personnel staff, teachers, students and critical decision makers.
b. Solidify liaisons with community resources.
c. Publicize appropriate referral mechanisms, current and potential services.
d. Inform others about performance and accomplishments.

Source: Adapted from Alice E. Lamont and Betty L. Welsch, *Potentials for Interdisciplinary Practice for the 1980s* in Allen-Meares, et. al., 1986, p. 214.

## Staffing

How many social workers does a system need? In North Carolina the BEP established a ratio of 1 per 2,500 students but the NASW-accepted formula offers a different standard ( see Figure 2). Factors such as community and educational system characteristics, student needs, and job

demands must be taken into account when determining staffing levels. In systems with large numbers of disciplinary problems, child abuse, attendance problems, and students with handicapping conditions, a much lower ratio than defined by the BEP would be appropriate.

Should a BSW or MSW be hired? North Carolina licenses both BSW and MSW school social work practitioners, and there are appropriate functions for both levels of practice in the state. Nationally jurisdictions which certify these practitioners primarily endorse graduate level personnel. In N.C. some LEAs only employ graduate level practitioners. They argue that the roles, tasks, and responsibilities of school social work practice require MSW-level education and experience with children and families. Others employ both MSW and BSW practitioners.

**Social Work Supervision**

School social work supervisors and those school social workers who function with a high degree of autonomy and professional discretion, such as those in systems with only one or two social work staff, should possess graduate-level certification in school social work and several years of post-MSW professional practice experience. Such training and experience will help qualify them for ILP-mentoring; supervising other social work staff, directing student services personnel, program development and evaluation; and providing field instruction for accredited social work programs in North Carolina.

The Council on Social Work Education, social work education's national accrediting body, does not expect beginning BSWs to be prepared for independent practice in public schools. *The NASW Standards for Social Work Services in Schools* (pp.7-8) state (italics added):

> Social workers whose highest degree is the BSW and inexperienced MSW social workers *need and are entitled to appropriate forms of professional, on-going supervision from members of the social work profession.* Special provisions are indicated for inexperienced school social workers in certain areas where one or a few such social workers serve an entire school district.
>
> *School administrators will need to provide these new professionals with opportunities for direct supervision by a master's degree social worker* in the community or region (perhaps in an adjoining school district), or for frequent consultation with other professional social workers in the area.

**Facilities, Support and Supplies**

School social workers need an office or space that will provide privacy for individualized counseling as well as small group activities. Ready access to a telephone for confidential conversations with students, parents, staff, and community resources is essential. Secretarial support to receive and convey messages is required, because social workers are often out of their offices. This is especially true when they serve multiple school sites and communities. Support for typing confidential correspondence and records is also required. A locked filing cabinet in a secure area should be provided to retain personal notes, referrals, and case recordings which are not part of students' official records. Finally it is expected that standard office furniture and supplies will be provided in order to facilitate the performance of professional duties and tasks.

**Performance Appraisal**

Appraisal of the performance of school social workers serves to (1) evaluate current job performance and (2) identify areas in need of future professional growth and development. In most instances, North Carolina school social workers are not evaluated by personnel trained and certified in social work, but by educational administrators and/or other student services professionals with training in counseling or special education.

*Since typical teacher evaluation methods will fail to measure the performance and technical expertise of social work practitioners*, evaluation methods used should include multiple measures such as: direct observation; interviews; audio and video tapes; schedules and time logs; review of work products; records; feedback from students, parents, and school staff; and, whenever possible, specific intervention outcome measures (see *SSW Performance Appraisal, Appendix F).*

**Staff Development and Training**

One key to maintaining and expanding professional competencies and retaining valuable staff is a well-focused and ongoing staff development program. This is particularly important in N.C. where school social workers are often supervised by school personnel certified in non-social work areas. Opportunities for ongoing professional development programs which complements social work consultation and supervision need to be arranged. Such activities could focus on many topics but might well address current practice developments; statutes, rules and regulations affecting school social work practice; and public welfare and family policies.

**Professional Support Systems and Networking**

In many cases, North Carolina school social workers serve in systems in which there are few or no other professional social work staff. Professional development and stimulation require such staff to seek support from colleagues within their schools and communities, as well as from statewide groups such as the N.C. Chapter of the National Association of Social Workers, the N.C. School Social Workers' Association, and local colleges and universities. These organizations and institutions can provide a range of opportunities for networking, ongoing professional support, and continuing education.

**Recruiting Social Work Practitioners**

To attract new social workers, non-traditional hiring procedures may be needed. Unlike school counselors and school psychologists, social work programs at the MSW and BSW level are not a part of most schools of education. Sending job announcements and recruiters to educational job fairs frequently fail to reach potential school social work applicants. Thus, it will often prove more fruitful to recruit experienced students from or through schools of social work or practitioners from programs that serve children and families. Also, it is important to note that social workers are prepared to provide professional services in a broad range of settings and to a wide range of clients---not just to students attending public schools. Certain geographical areas in SDPI-approved social work programs, the N.C. Chapter of the NASW, the School Social Worker Network at UNC-CH School of Social Work, the N.C. School Social Workers' Association, and SDPI Consultants can help LEAs attract competent personnel.

## Statutes and Policy Guiding Social Work Practice

This section highlights some of the major statutes, rules, regulations, and court orders that affect

social work practice in North Carolina. Some of the programs may also serve as a significant source of funding for school social work positions. Many of these resources remain untapped.

School social workers are expected to follow LEA policies, procedures, and regulations as well as applicable state and federal laws. Effective school social work practice requires an in-depth understanding of an ever broadening array of federal, state, and local statutes, rules, regulations and court orders. The impact of these mandates has been dramatic and far reaching in scope. When appropriately employed, social workers can help ensure program accountability, and due process and procedural safeguards; contribute to individualized educational plans, individualized habilitation plans, and individualized family service plans; mediate pupil, parent and school conflicts without resorting to costly formal appeals; help identify and serve abused and neglected students and others at risk; and provide case management and linkages with health and human service programs serving preschool and school-age children.

Social workers must respond to funding sources and legislative mandates, but these should not be the sole determinants of educational programs and priorities they address. Local conditions, student, family and school needs, and professional practice considerations also play a large part in program planning and service delivery. Social workers and their administrators need to seriously examine proposed and enacted legislation and court decisions that may affect their practice and determine future directions and priorities.

## Selected Federal and State Statutes, Regulations, Rules and Court Orders Affecting North Carolina School Social Work Practice

### Basic Education Program

The Basic Education Program (BEP) passed by the N.C. General Assembly in 1985 established a minimum ratio of one school social worker for every 2,500 students in ADM and at least one per LEA. Few states have established social worker/student ratios. As a result of BEP funding, many LEAs employed their first social worker; however, comprehensive school social work programs are impossible to implement with a ratio this high and other funds must be used to adequately serve children and youth at risk. According to the BEP, school social workers are part of the overall student services program and provide these essential services:

- liaison between school, home, and community resources in resolving problems of school adjustment and attendance,
- help to students, families and schools in crisis by reducing tensions, providing support and offering alternative actions,
- advocacy for students to ensure that their educational, legal, and personal rights are not violated, and
- referral to community agencies for help with problems such as substance abuse, family violence, and individual and family counseling.

The worker -student ratio merits revisitation since no legislation has dealt with the issue for a decade. The reduction of the ratio could have a substantial impact on the alleviation and the minimization of barriers to the academic and personal social success of students.

**Compulsory Attendance Law**

N.C. General Statutes define compulsory school attendance, enforcement responsibilities, investigation, penalties for noncompliance, and exceptions to the law (e.g., emancipation of minors, home schooling, etc.). Under the law, School Social Workers are charged to bring violations to the attention of the courts. However, a narrow usage of professional social workers as "attendance counselors" or "truant officers" severely limits the social worker who is capable of contributing to a much broader range of programs for students at-risk.
State law requires that every parent, guardian or other person having charge or control of a child between the ages of 7 and 16, shall cause the child to attend school continuously during the school year.

**Dropout Prevention and Students at Risk: Program Policies and Procedures**
(State Board of Education, *Revised 8/7/96*)

There is an urgent need to identify and to provide services to at- risk students . High risk students may include children with disabilities, and migrant, homeless, truant, latch key, and drug dependent children. The dropout prevention process is multidimensional. Most at risk students enter school with multiple social and emotional needs that effect their ability to perform expected academic and social tasks. School failure and dropping out often stem from a combination of demands of the school environment and the undeveloped and untapped abilities of vulnerable groups.

The state dropout prevention fund was established as part of the Basic Education Program. The intent of the General Assembly is to increase the number and range of services to at-risk students, and this is currently provided for in consolidated funding for at-risk students and alternative education, which includes dropout prevention. The State Board's guidelines for implementation of the School Improvement and Accountability Act and state accreditation also require LEAs to reduce dropout rates. The State Board has established goals for reducing the dropout rate. To facilitate this aim, the rate of reduction is established in each LEAs accountability plan. As a dropout prevention strategy, LEAs are also expected to provide an alternative to out of school suspension by creating a learning and therapeutic environment within the school for students. This plan should also address students with problems who might otherwise be suspended.

Social work services should be included in programs for students at risk of dropping out of school. The types of services that may be funded include attendance improvement programs and programs that serve the handicapped, juvenile and youthful offenders, substance abusers, pregnant students or adolescent parents, and other services for at-risk students. State board policy calls for the development and maintenance of a profile for each at-risk student. The profile should include the student's grades, truancy, attendance records, number of retentions and discipline problems. Additionally, LEAs are expected to develop and enhance programs and services to identify, assess, and resolve difficulties which may interfere with a student's attendance. The overriding goal is to reduce unlawful absences.

Current demands of labor market dictate that the majority of prospective employees have at least a high school diploma and the skills associated with a high school diploma, if not a college degree or other specialized academic experience. The National Education Goal 2 states that by the year 2000, the high school graduation rate will increase to at least 90 percent. The objective

of this goal is to reduce the dropout rate and to increase the number of students who complete high school. To achieve this objective , efforts must be made to eliminate academic performance gaps between minority and non-minority students. Also, because drop out rates are as high as 36 percent for youth with disabilities. and 56 percent for students with emotional and behavioral problems, unique services are needed to meet these diverse needs.

Social workers can be effectively employed in a range of programs targeted for students at risk including, but not limited to, the following:

- Early identification and intervention,
- Home-school coordination,
- Consultation and support for handicapped students and their families,
- In school suspension, alternative schools and extended day programs,
- Assistance to pregnant students and single student parents,
- Parental involvement, training, and outreach,
- Coordination of intervention efforts with available personnel in the school and community,
- Volunteer recruitment and training, and
- Staff development.

For additional dropout data, contact the Effective Practices Section at (919) 715- 1733.

**Extended School Day Programs**

Extended school day programs were initiated by the SDPI in 1971 to serve students who can not participate in a "regular" day school or who need additional units while enrolled in "regular" day programs. Late afternoon and evening courses are provided along with individualized and small class instruction, and job placement services. Efforts are made by LEAs to provide basic support services and programs available to regular school students such as school social work services, guidance, and psychological services as prescribed by the Basic Education Program.

Department guidelines state that every effort be made to (1) incorporate all community services or agencies relevant to serve students with special needs, and (2) involve parents in the total educational program to ensure student success. Social workers can provide many of the needed direct services as well as links with community resources, develop other needed supportive social services, and promote parental involvement and support.

**In-School Suspension (ISS) Programs**

A significant percentage of state dropout prevention funds are used for ISS programs. Located in middle, junior high, and high schools, these programs are designed to discipline students while simultaneously maintaining the student's educational progress, and serving as an alternative to out-of-school suspension. Effective ISS programs include a strong counseling component. School social workers can contribute to ISS programs by providing individual and group counseling, developing parent education and involvement strategies, implementing follow-up programs in classrooms and in the home/community, and promoting ISS programs as part of a comprehensive dropout prevention plan.

**Individuals with Disabilities Act** (P.L. 94-142)

The Education of the Handicapped Act, (P.L.94-142) was passed by Congress in 1975 and amended by 99-457 in 1986 to ensure that all children with disabilities would have a free and

appropriate public education, i.e., education to meet their unique needs. The Act was again amended in 1990 and the name was changed to Individuals with Disabilities Education Act (IDEA).

This reauthorized law mandates that any child with disabilities must be educated to the maximum extent possible within the least restricted environment. Basically, the purpose is to promote methods by which teachers may create a classroom that value the special needs students. Provisions for outreach, identification and nondiscriminatory testing and evaluation of special students are included. The development of an individual education plan (IEP) is mandated and parental rights and due process procedures are articulated. School social workers are identified in this legislation as a "related service." Recent government figures indicate that seven percent of children and youth from birth to twenty-one years old are identified as having a disability that requires special intervention, (Hunt and Marshall, 1994).

The school social worker's direct role in special education include:

1. Preparing a social or developmental history on a handicapped child.
2. Providing for group and individual counseling with the child and family.
3. Working with those problems in a child's life (home, school, and community) that affect the child's adjustment in school.
4. Mobilizing school and community resources to enable the child to receive maximum benefits from his or her educational program ( School Social Worker Enhancing School Success for all Students, NASW, 1996).

Social workers can also help identify eligible children, serve on multidisciplinary teams to formulate and implement the IEP, and play a central role in securing parental participation and understanding of their due process rights and school procedures. For further information regarding social work and IDEA, see Allen-Meares, et. al. (1986, pp. 128-151.

**Amendment to the Education for all Handicapped Children Act (P.L. 99-457)**

Written as an amendment to P.L. 94-142, P.L. 99-457 extends mandatory public school services to three- and four-year olds with handicaps. Both P.L. 98-199 and P.L. 99-457 require that local school districts actively search for and provide services to children who have disabilities. North Carolina has opted, under provisions of this law, to make services available to handicapped infants, toddlers, and their families. The new legislation provide incentives for going beyond serving individual children to also being family centered and family focused. Public Law 99-457 requires multidisciplinary assessment of a child's needs which will result in a written Individualized Family Services Plan and a case management service plan for every eligible child and his/her parents. Concern exists that the growing number of drug exposed children may rapidly overload available resources for students with more conventional special needs.

Many drug-exposed infants may have long-term learning and developmental deficiencies that could result in underachievement and excessive school dropout rates leading to adult illiteracy and underemployment. As increasing numbers of drug-exposed infants reach school age, the long-term detrimental effects of drug exposure will become more evident. At a pilot preschool program for mildly impaired prenatally drug-exposed children in Los Angeles, the per capita cost is estimated to be $17,000 per year. The Florida Department of Health and Rehabilitative Services estimates that for those drug-exposed children who show significant physiologic or neurologic impairment, total service costs to age 18 could be as high as $750,000.

*Drug-Exposed Infants: A Generation at Risk. (June 1990), p. 8. U.S. Government Accounting Office, Report GAO/HRD-90-138.*

Social workers can play a valuable role in the planning, implementation, and monitoring phases of this legislation. Opportunities to seek funding for additional social work services will soon become available.

The Carolina Institute for Research on Infant Personnel Preparation at the Frank Porter Graham Child Development Center of the University of North Carolina at Chapel Hill has elaborated the role of social work in relation to this law (see McDonald, 1989, pp. 7-9). These roles include:

1. Building partnerships with families of handicapped infants and toddlers to facilitate their active participation in early intervention services;

2. Assuming primary responsibility for assessing and helping to meet families' identified basic needs (food, housing, clothing, etc.);

3. Conducting psychosocial assessments of the needs and resources infants/toddlers in the family context, using the home visit as a major tool;

4. Providing direct social work services to strengthen families, such as counseling, communication and relational training, child management, aggression management, family therapy, marital counseling, parent-child guidance and social skill building; and

5. Serving as a case manager to assist families to use existent community resources and advocate for new or needed services.

**Family Support Act of 1988 (P.L. 100-485)**

The Family Support Act provides for educators to form linkages with other agencies to strengthen families and to move them towards self-sufficiency. The Act also affords opportunities to bring about interagency connections for learners at risk, particularly at a local level.

Basically, this legislation tries to address an array of long-term poverty issues. One population identified for service are teen parents and their children. Significant support is available to help young parents complete their education and achieve self-sufficiency. Education, job training, and employment services are mandated, as is unprecedented collaboration among educational and public service programs. Many new opportunities for social work services and funding exist within this initiative including assessment, case management and dropout prevention services.

**The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988** (P.L. 100-297)

P.L. 100-297 represents the newest amendments to the Elementary and Secondary Education Act of 1965. It extends 17 existing federal programs through 1993, including the Chapter 1 program for disadvantaged children, and has created more than a dozen new programs. The emphasis is to provide new programs for at risk low-income children. It addresses the need for basic skills improvement, drop-out prevention, and promoting effective schools programs. Programs include magnet schools, drug education, gifted and talented education, dropout prevention, child

development centers (e.g. Even Start, 0-7 years), parental involvement, and Native American education programs.

Under the act, "pupil services personnel" is defined to include school counselors, school social workers, school psychologists, and other qualified professional personnel who provide and assessment, diagnosis, counseling, educational, therapeutic, and other necessary services as part of a comprehensive program to meet student needs. "Pupil services" are defined as the services provided by such individuals. (Section 1471 (17) of the law; section 200.6(a) of the regulations.]

Since school social workers are critical to the implementation of this new act, funds are designated to hire them as part of the pupil services team. When applying for funds, local education agencies are required to consult with existing student services personnel in designing, planning, and implementing programs. Funds may be used for improving pupil services, training staff or parents, implementing extended school programs, and providing support services and other services designed to help eligible students. School social workers can help plan, implement, and evaluate these programs, and apply for grants to obtain funding under the act.

**N.C. Juvenile Code Provisions on Child Abuse and Neglect**

School social workers need to be familiar with relevant sections of the N.C. Juvenile Code which defines and regulates reporting and investigation of child abuse, neglect and dependency; taking juveniles into custody; emancipation of minors, and other areas of juvenile law. Maximizing the delivery of protective services to school children and establishing prevention, education, and training programs is a major intent of the General Assembly as codified in G.S. 110-147 (passed 1983).

North Carolina statutes require social workers and others who suspect child abuse or neglect to report such suspicions to the local Department of Social Services (DSS) (G.S. 115C-400). The Juvenile Code, Subchapter XI of Chapter 7A of the North Carolina General Statutes, also contains laws regarding delinquent and undisciplined juveniles, as well as abuse, neglect and dependency. Investigation, confirmation, or denial of allegations is the responsibility of the DSS, not the school social worker. However, through their work with children and families at risk, school social workers have four important roles to play: (1) identifying and reporting suspected cases of child abuse or neglect; (2) helping develop interagency protocols in support of the latter; (3) working with DSS staff to support adjudicated juveniles and potential child victims, and their families and/or foster parents; and (4) serving on multidisciplinary teams with DSS staff and others to provide school personnel with ongoing staff training on child abuse and neglect.

*Note:* Legally protected, privileged communication exists in the school counselor-student relationship (G.S. 8-53.4) but such privilege does not apply in cases of suspected abuse or neglect. Currently, privileged communication does not apply to the school social worker-student relationship. However, clients of North Carolina certified social workers in private practice hold such privilege (G.S. 8-53.7), and certification of such social workers in general practice is the responsibility of the N.C. Social Worker Certification Board not the SDPI. The Juvenile Code will likely be revised in the summer of 1998 to address these and other legal provisions.

**Goals 2000: Educate America Act ( P.L. 103-227)**

During the 1993-94 session Congress passed several initiatives that offer potential for facilitating

progress in education. These include Goals 2000, Individual Education Accounts, the Family Involvement Initiative and the Improving America's Schools Act.

Goals 2000 seeks to improve student achievement through high expectations for all and increased parent and community involvement in education. This act also proposes to make all schools more safe, drug-free and disciplined. In essence, Goals 2000 combats problems in public education through locally-based school reform and improvement efforts. This act calls for (a) a comprehensive vision of states to help children meet challenging academic standards, (b) an opportunity to strengthen and broaden reform by developing plans to enable all children to achieve academic standards, and (c) the flexibility to meet high standards, create partnerships, encourage parent involvement and to improve teacher training. States are to devise a coherent set of strategies for accomplishing the vision over several years. The overall purpose of the program is to improve teaching and learning through long-term and broad-based efforts.

**Excellent Schools Act**

In 1997, the North Carolina General Assembly enacted the Excellent Schools Act in a further effort to improve student academic achievement. To accomplish this aim, the General Assembly called for concentration of student learning in core academic areas; improvement of teacher skills and knowledge related to improved academic achievement; rewarding teachers related to improved skills and knowledge for their improved student achievement.

The General Assembly requires the State Board of Education to develop a plan to create rigorous academic standards for kindergarten through eighth grade, and subsequently course grades nine through twelve. To compliment this objective, the legislation call for enhanced standards for teacher preparation. Consequently, teacher education programs are being upgraded and made more rigorous in order to enhance the competence of professional personnel certified in North Carolina.

**School Improvement and Accountability Act of 1989 (N.C. S.B. 2)**

This legislation requires the State Board of Education to develop and implement a performance-based accountability program. Participating LEAs must submit local school improvement plans with specified student performance goals and strategies, and plans for attaining them. Limited requests for waiver of state laws, regulations, or policies may be allowed if they are determined to be barriers to the achievement of local goals.

Among the 30 required indicators included in state performance standards are two that can be influenced by school social workers: average daily attendance and drop-out rates. Academic performance may also be influenced by establishing schools that promote a safe and orderly environment, support the learning potential of all students, and encourage parent and community involvement---areas that can also draw on social work knowledge and skill.

**Stewart B. McKinney Homeless Assistance Act** (PL 100-77) **and 1988 Amendments** (PL 100-628) **Education for Homeless Children and Youth Program, Title VII**

The Stewart B. McKinney Homeless Assistance Act established that all homeless children have a right to a free, appropriate education, and given the same access to educational services, including special services, as their permanently housed peers. This program was established by Congress in 1987 as part of the Steward B. McKinney Homeless Assistance Act, in response to

reports that as many as 50% of homeless children were not attending school regularly. The program was amended in 1990 to further ensure that states remove barriers to enable students to attend school (Strong, 1991).

As the nation's first comprehensive homeless-assistance law, this legislation provides funds for community services, education and job training, emergency food and shelter, primary health services, mental health services, and transitional and supportive housing. Innumerable homeless children do not attend school and they lack access to needed educational services. Social workers can help by advocating for necessary state and local initiatives, establishing early identification programs, helping ensure that families receive necessary school and community support, and minimizing the prejudice directed toward homeless children by their peers and others in the school.

In as much as they are likely to understand the many factors affecting their lives, school social workers play a major role in facilitating a positive educational experience for the rapidly growing population of homeless children. Since 1980's children have represented the fastest growing population of homeless individuals (Wall, 1996). These children often do not attend school or have high rates of absenteeism. Additionally, These children may have a variety of academic problems which are related to their homelessness. By identifying, assessing, and developing strategies for intervention, school social workers can develop educational and social services to meet their needs. Major environmental, psychosocial, and institutional factors negatively affect the ability of the homeless child to receive educational services. Persistent life barriers may also preclude the establishment of ties between the school, homeless child and their parents.

**Children's Trust Fund**

The Children's Trust Fund awards grants to support community-based programs that prevent child abuse and neglect. Funds were provided by the North Carolina General Assembly through Chapter 894 of the Session Laws of 1983 which established the Children's Trust Fund. These grants are available to public or private non-profit agencies, organizations, and local education agencies in North Carolina. The Fund has three main objectives:

1. to establish community- based educational and support programs to prevent the occurrence of child abuse and neglect
2. to demonstrate that prevention is a viable concept to reduce child abuse and neglect; and
3. to provide the opportunity for communities to obtain funding to initiate prevention programs that they can eventually sustain.

**Safe Schools Legislation** *(1997 Session of the General Assembly)*

Schools must be safe, secure and orderly. If schools are to aim for academic excellence, it is imperative that there is a climate of respect in every school, and that every school is free of disruption, drugs, violence, and weapons. All schools must have plans, policies, and procedures for dealing with disorderly and disruptive behavior. All school must have effective measures for assisting students who are at risk of academic failure or engaging in disruptive and disorderly behavior.

A safe school is both a condition and an outcome of an effective school. Acquiring an orderly, disciplined and safe school environment is dependent upon the total environment and climate of the school. This includes physical, social academic, and school- community factors. Since school

social workers are charged to affect change in these areas, they should also be involved in safe school planning and implementation.

Safe schools legislation is related to the 1995 school improvement legislation, and schools are required to include safe schools components in their overall school improvement plans. The State Board of Education, local boards, and individual schools have definite responsibilities to provide:

- assistance teams for restoring safety and order
- student assistance for disruptive students
- proper transfer and consideration of discipline or juvenile records
- preparation of educators to produce safe and orderly schools.

**Willie M. Services**

As a result of an out-of-court settlement and certain stipulations that arose from a 1979 lawsuit filed in the U.S. District Court of the Western District of North Carolina on behalf of Willie M. Et. al., Willie M. Services were developed by the N.C. Department of Human Resources and NCDPI for minors:

1. Certified as seriously emotionally, neurologically, or mentally handicapped; and
2. Whose disorders are accompanied by violent or assaultive behavior; and
3. Who are not receiving appropriate treatment or education; and
4. Who are involuntarily institutionalized or placed in a residential facility or whose condition requires such institutionalization or placement.

School social workers can contribute key services at various steps in this program including: prenomination; identification and screening; comprehensive evaluation; and certification and post-certification activities including participation in the development of individualized habilitation and individualized educational plans, monitoring, and reporting. For a comprehensive discussion of social works role in Willie M. programming, see Sakran (June 1985).

## Professional Practice Standards and Code of Ethics

Laws, regulations, and procedures guide and inform practice in the schools, but effective school social work is also guided by national professional practice standards and a personal and professional code of ethics.

**NASW Standards for School Social Work**

The National Association of Social Workers has strongly supported the development of school social work. In 1978 it published the field's first national standards (revised standards will be available in July of 1991). *The Standards for Social Work Services in Schools* delineate the (1) values, knowledge and skills basic to professional school social work practice; the (2) profession's expectations for the organization and administration of school social work practice; and (3) school social workers' professional responsibilities.

The NCDPI school social work job description reflects many of the skills outlined in this document. However, many LEAs fall far short of achieving the profession's expectations for the

organization and administration of effective school social work practice. A summary of these standards can be found in Appendix C. For a free copy of the complete NASW Standards, write the North Carolina Chapter of the NASW in Raleigh or contact the NASW in Washington, D.C. *(See the School Social Work Literature section for addresses.)*

**NASW Code of Ethics**

In addition to the NASW Standards, professional school social workers are also guided by the National Association of Social Workers code of ethics and their own ethical standards. The Code of Ethics addresses social worker conduct and comportment; ethical responsibility to persons receiving services; and responsibilities to colleagues, employers and employing organizations, the profession, and to society in general. Examples of how the code applies to school social work practice are illustrated in Figure 7.

**Figure 7**

Values Applied to School Social Work Practice

| Social Work Values | Applications to School Social Work |
|---|---|
| 1. Recognition of the worth and dignity of each human being. | 1. Each pupil is valued as an individual regardless of any unique characteristic. |
| 2. The right to self-determination or self-realization. | 2. Each pupil should be allowed to share in the learning process and to learn. |
| 3. Respect for individual potential and support for an individual's aspirations to attain it. | 3. Individual differences (including differences in rate of learning) should be recognized; intervention should be aimed at supporting pupils' educational goals. |
| 4. The right of each individual to be different from every other and to be accorded respect for those differences. | 4. Each child, regardless of race and socioeconomic characteristics, has a right to equal treatment in the school. |

SOURCE: Allen-Meares et al, 1997, p. 67.

A summary of the NASW Code of Ethics can be found in Appendix D. A complete copy can be obtained by writing the North Carolina chapter of the NASW in Raleigh or by contacting the NASW in Washington, D.C. *(See the following section for addresses.)*

**School Social Work Literature**

Many books and articles on school social work practice have been published in the past decade. Practitioners need to be familiar with this literature and with related material in education, counseling, school psychology, child welfare, and family law.

Two major journals are published on school social work practice: *Social Work in Education, published quarterly by the NASW, and the School Social Work Journal*, published twice a year by the Illinois Association of School Social Workers. They provide a rich source of information and should be included in LEA and NCDPI regional resource libraries. The *NASW News*, distributed worldwide to NASW members, and the *School Social Work Information Bulletin*, printed and distributed free in the U.S. by the NASW, provide brief but insightful summaries of federal legislation related to school social work practice; information about national, state, and local associations, summaries of new publications; and notices about professional association

conferences and training activities. The journal *Social Work*, published bimonthly by the NASW, addresses policy and practice issues in all social work areas and includes occasional articles on practice related to school social work and services to children, youth, and their families. Appendix F provides a bibliography of suggested books and articles related to social work practice in the schools.

**Professional Resources**

For further information about social work in general, contact the National Association of Social Workers (NASW), 750 First Street, NE, Washington, DC 20002; (202) 408-8600/(800) 638-8799 or the North Carolina Chapter of the National Association of Social Workers, P.O. Box 27582, Raleigh, NC 27611- 7582; (919) 828-9650.

Information about the North Carolina School Social Workers' Association may be received by writing Lee Ann Peele, NCSSWA, 602 Hunters Way, Lexington, NC 27292.

For addition information about school social workers, you may contact, School Social Work Association of America, P. O. Box 2072, Northlake, Il. 60164, (847) 289-4527.
Information about current developments in North Carolina school social work practice may be obtained by contacting the School Social Work Consultant, State of North Carolina, Department of Public Instruction, 301 North Wilmington Street, Raleigh, NC 27601-2825 or (919) 715-1688.

Information about child abuse may be obtained by writing Prevent Child Abuse, 3344 Hillsborough Street, Suite 100-D, Raleigh, NC 27607.

The Journal of Children and Poverty is published twice a year by the Institute of Children and Poverty. The journal offers a forum for the presentation of research and policy initiatives in the areas of education, and social services. The journal targets service providers, social scientists, advocates, educators, community leaders, and practitioners. Articles may be from an academic or practitioners perspective and they are purposed to contribute to current policy and policy debate.

## Appendix A: Barriers to Excellence in Education Identified by School Social Workers

### Family Barriers

1. Divorce/separation of parents
2. Single parent families
3. Physical illness of a family member
4. Mental illness of a family member
5. Child abuse/neglect
6. Sexual abuse
7. Loss of a job of a family member (recent crisis)
8. Alcohol or drug abuse/addiction
9. Unemployment (chronic)
10. Poverty
11. Teenage pregnancy of a sibling
12. Death of a family member or other significant person
13. Recent immigration

### School Related Barriers

1. Inadequate attendance policies (re: absenteeism or truancy
2. Inadequate discipline policies and/or procedures (re: acting-out suspension, expulsion)
3. Use of corporal punishment
4. Lack of positive cooperative relationships between the school & its outside community
5. Lack of positive cooperative relationships between and among students, staff, parents & administration
6. Lack of policies/procedures to address drop-out prevention
7. Lack of alternative schools to meet the needs of special "at risk" groups
8. Lack of services or programs for the gifted or talented child
9. Lack of bilingual programs
10. Lack of services to help recent immigrant students adjust to their new school
11. Lack of collaborative teamwork among school professionals
12. Inadequate staff/student ratios

### Student /Personal Barriers

1. Difficulty in adjusting to a new school, community (e.g. recent immigration or move, transitions from elementary to junior high school
2. Underachievement
3. Teenage sexuality (pregnancy, sexually active, gay and lesbian, abortion, etc.)
4. Truancy/ high absenteeism
5. Acting-out behavior
6. Depression
7. Use/abuse of drugs or alcohol
8. Incidence of suicidal behavior
9. Low self-image
10. Problems in peer relationships
11. Problems with parents or other family members
12. Excessive home responsibilities
13. Learning disability/ other handicapping conditions
14. Feelings of isolation related to differences (e.g. cultural, ethnic, etc.)
15. Problems with teachers & other school staff

### Community Barriers

1. Places low value on education
2. Indifference toward the school
3. Lack of support services within the community (e.g. after school, recreation, adult education, day care programs, etc.)
4. Deteriorated neighborhood (e.g. poor housing, crime, drug traffic, etc.)

### Policy/Legislative and Funding Barriers

1. Limits in funding
2. Differential cutbacks in staffing, with particular reductions in pupil services staff
3. Cutbacks in authorized services.

Source: Mintzies & Hare, 1985, pp. 26-27

# Appendix B: Taxonomy of Tasks Performed by School Social Workers (NASW Policy Statement #7)

| Services to Pupil and/or Parents | Work with School Personnel School-Community Relations | |
|---|---|---|
| **Remedial**<br>• Individual or group counseling with pupil and/or parents regarding child's special educational problems and potential, school resources, and child's progress through the various levels of the educational system.<br>• Casework or groupwork services to parents to enable them to channel their concerns to other school personnel about their child's school experiences<br>• Casework or groupwork services to pupil's and/or parents to enhance the pupil's educational progress.<br>• Providing information about and facilitating use of resources for meeting clothing, nutritional, housing and health needs.<br>• Help parents and/or pupils identify and find ways to overcome barriers to school attendance, achievement and social functioning.<br>• Positive outreach to parents to promote and sustain pupil attendance.<br>• Referral to appropriate community resources for social and mental health services.<br>• Set objectives, monitor progress, and measure outcomes of service. | **Remedial**<br>• Consult with school personnel regarding interacting pupil characteristics and school policies, practices, and structure.<br>• Participate in staffings related to pupil's social development and educational and social progress.<br>• Participate in development of alternative educational programs.<br>• Consult with school personnel about home, neighborhood, and community conditions affecting pupil welfare.<br>• Provide information to facilitate appropriate referral to community resources.<br>• Aid school personnel to identify and overcome school-based barriers to pupil attendance.<br>• Set objectives, monitor progress, and measure outcomes | **Remedial**<br>• Identify children or target groups of children needing alternative educational planning or programs and support services.<br>• Consult and collaborate with community representatives to identify effects of interacting school-community-pupil characteristics and develop resources to meet needs of child or target group.<br>• Collaborate with community agencies in the development of alternative education programs and support services.<br>• Clarify and interpret specific roles and responsibilities of the community in promoting school attendance.<br>• Set objectives, monitor progress, and measure outcomes. |
| **Crisis Resolution**<br>• Reduce the tension of pupil and parents in crisis by assessing the situation, providing understanding and support, and offering alternative for action<br>• Make referrals to existing community resources and assist in their effective use.<br>• Set objectives, monitor progress, and measure outcomes of service. | **Crisis Resolution**<br>• Aid in developing standard procedures to handle crises and promulgate these among personnel.<br>• Provide inservice training on dealing with crisis.<br>• Help with crisis when standard procedures break down.<br>• Consult with teachers about recurrent types of crisis.<br>• Set objectives, monitor progress, and measure out-comes of service. | **Crisis Resolution**<br>• Collaborate in community planning for crisis intervention services, e.g., drugs, rape, abuse and neglect, suicide, runaways, family violence, etc.<br>• Set objectives, monitor progress, and measure outcomes of service. |
| **Developmental**<br>• Positive outreach to parents and pupils in target population to facilitate pupils' constructive use of educational opportunities.<br>• Work with pupils individually or in groups to promote the identification of life goals, equality of the sexes, and respect for cultural differences.<br>• Help parents recognize the exceptional characteristics of their children and facilitate their use of the full range of social, educational, and recreational services in the community.<br>• Re-enforce the strengths of individuals by rewarding their positive contributions to others.<br>• Set objectives, monitor progress, and measure outcomes of service. | **Developmental**<br>• Collaborate with school personnel to develop avenues for pupils' pursuit of life goals, equality of the sexes, and respect for cultural differences.<br>• Consult with teachers about pupils' life situations.<br>• Offer ongoing inservice training (basic needs of children, classroom relationships, family systems, conflicting values, alternative management techniques to deal with disruptive or withdrawn behavior, and ways to maximize the child's potential).<br>• Collaborate with school personnel to develop additions to the curriculum in the areas of mental health, social welfare, family life education, etc.<br>• Consult with school personnel about modifying school structure, policies and programs.<br>• Set objectives, monitor progress, and measure outcomes of service. | **Developmental**<br>• Aid in identification of child or target group of children needing preventive social services.<br>• Aid in development of preventive social services to meet needs of child or target group.<br>• Aid in collaborative planning to provide full range of services to target group.<br>• Set objectives, monitor progress, and measure outcomes of service. |

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# APPENDIX C
# SAMPLE FORMS

## Referral for School Social Work Services

---

Student Name_____Birthday_____
School_____Grade_____Teacher_____

Address_____Home Phone_____ ____Unlisted

Mother_____Employed by_____Phone_____

Father _____Employed by_____Phone_____

Siblings (names, ages, grades)

---

Reason for request_____
(your major concern)
Specific behaviors/concerns evidencing need for service (Give examples).

Please list all methods of remediation attempted.

_____
_____
_____

Have the parents been contacted regarding the problems?

___/_____
yes no parent reaction

_____
Please state convenient times for a conference_____
_____
Services Requested by:_____
Name Position

_____
Principal's Signature Date

## Teacher Questionnaire

Date_____Teacher's Name_____

Student's Name_____ Classroom Subject_____

This form may be taken to the teacher during a planning period and completed together. Please circle appropriate number for each question.

| | | Very Poor | | | | Very Good | Don't Know |
|---|---|---|---|---|---|---|---|
| On a scale of one to five: | | | | | | | |
| 1. | How would you rate this student's self-confidence? | 1 | 2 | 3 | 4 | 5 | |
| 2. | How would you rate his/her self-confidence? | 1 | 2 | 3 | 4 | 5 | |
| 3. | Attendance? | 1 | 2 | 3 | 4 | 5 | |
| 4. | Willingness to listen and pay attention in class? | 1 | 2 | 3 | 4 | 5 | |
| 5. | Willingness to follow directions? | 1 | 2 | 3 | 4 | 5 | |
| 6. | Completion of assignments? | 1 | 2 | 3 | 4 | 5 | |
| 7. | Willingness to participate in class? | 1 | 2 | 3 | 4 | 5 | |
| 8. | Attitude toward school? | 1 | 2 | 3 | 4 | 5 | |
| 9. | Interaction with other students? | 1 | 2 | 3 | 4 | 5 | |
| 10. | Grades? | 1 | 2 | 3 | 4 | 5 | |
| 11. | State of physical health? | 1 | 2 | 3 | 4 | 5 | |
| 12. | Emotional state? | 1 | 2 | 3 | 4 | 5 | |
| 13. | Willingness to cooperate with you? | 1 | 2 | 3 | 4 | 5 | |
| 14. | Willingness to cooperate with peers? | 1 | 2 | 3 | 4 | 5 | |

Please relate efforts you have tried which have (a) succeeded and (b) not succeeded.

## Intake Assessment Summary

Today's date

School Social Worker

Client_____ Address_____ Phone_____

Referral Source: Student____ Parent____ Staff____ School____

| PROBLEM AREAS: (indicate seriousness state of one to five where 1- negative and 5 - positive extremes) | Source's Reason for Referral | Worker's Assessment: At Intake | 19__ | 19__ | At Closing |
|---|---|---|---|---|---|
| 1. SCHOOL BEHAVIOR: | | | | | |
| Disruptive Behavior | | | | | |
| Truancy-Class Cutting | | | | | |
| Problem with Performance | | | | | |
| Attitude toward School | | | | | |
| Participation | | | | | |
| Other (Specify)_____ | | | | | |
| 2. FAMILY RELATIONSHIPS: | | | | | |
| Child-Parent Conflict | | | | | |
| Sibling Conflict | | | | | |
| Pregnancy-parenthood | | | | | |
| Sexual/Physical Abuse | | | | | |
| Poverty | | | | | |
| Disorganization | | | | | |
| Other (Specify)_____ | | | | | |
| 3. PEER RELATIONS: | | | | | |
| Isolated/Withdrawn | | | | | |
| Aggressive/Conflictual | | | | | |
| Influenced by Neg. Peer Pressure | | | | | |
| Social Skills | | | | | |
| Other (Specify)_____ | | | | | |
| 4. COMMUNITY RELATIONS: | | | | | |
| Police Contact | | | | | |
| Gang Involvement | | | | | |
| Probation | | | | | |
| Employment Problems | | | | | |
| Other (Specify)_____ | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 5. | PERSONALITY PROBLEMS: | | | | |
| | Adolescent Stress | ___ | ___ | ___ | ___ |
| | Anxiety/Depression | ___ | ___ | ___ | ___ |
| | Immature Personality | ___ | ___ | ___ | ___ |
| | Borderline Psychotic | ___ | ___ | ___ | ___ |
| | Psychotic | ___ | ___ | ___ | ___ |
| | Retarded | ___ | ___ | ___ | ___ |
| | Other (Specify)_____ | ___ | ___ | ___ | ___ |
| 6. | ATTITUDE TOWARD SELF: | | | | |
| | Drug/Alcohol Abuse | ___ | ___ | ___ | ___ |
| | Self-Esteem | ___ | ___ | ___ | ___ |
| | Self-Insight | ___ | ___ | ___ | ___ |
| | Attitude toward Treatment | ___ | ___ | ___ | ___ |
| | Hope for Future | ___ | ___ | ___ | ___ |
| | Trust of Adults | ___ | ___ | ___ | ___ |
| | Constructive Communications of Needs/Problems/Feelings | ___ | ___ | ___ | ___ |
| | Other (Specify)_____ | ___ | ___ | ___ | ___ |
| 7. | If referral is not due to problems Listed above, list reason. | ___ | ___ | ___ | ___ |

## School Social Work Monthly Statistical Report

School_____
LEA _____
Worker_____ Month_____Region_____

A. Number of days this building/district/region received school social services this month_____

B. NUMBER SERVED

| | | Number | |
|---|---|---|---|
| | | Current Month | Year To Date |
| 1. | New students served - casework | Sp. Ed._____<br>Regular_____ | _____<br>_____ |
| 2. | New students served - consultation | Sp. Ed._____<br>Regular_____ | _____<br>_____ |
| 3. | New students served - groups | Sp. Ed._____<br>Regular_____ | _____<br>_____ |
| 4. | New parents served - casework | Sp. Ed._____<br>Regular_____ | _____<br>_____ |
| 5. | New parents served - groups | Sp. Ed._____<br>Regular_____ | _____<br>_____ |
| 6. | New students awaiting service | Sp. Ed._____<br>Regular_____ | _____<br>_____ |
| 7. | Cases closed | Sp. Ed._____<br>Regular_____ | _____<br>_____ |

C. SERVICES PROVIDED

| | | Number | |
|---|---|---|---|
| | | Current Month | Year To Date |
| 1. | Child interviews | _____ | _____ |
| 2. | Family interviews | _____ | _____ |
| 3. | Staffing | _____ | _____ |
| 4. | Classroom observations | _____ | _____ |

| | | | |
|---|---|---|---|
| 5. | Student group meetings | _____ | _____ |
| 6. | Parent group meetings | _____ | _____ |
| 7. | Agency contacts | _____ | _____ |
| 8. | Supervisory conferences | _____ | _____ |
| 9. | Staff meetings | _____ | _____ |
| 10. | Social developmental studies conducted | _____ | _____ |
| 11. | Consultations | _____ | _____ |
| 12. | Referral meetings attended | _____ | _____ |

D. SERVICE NEED

| | | Number | |
|---|---|---|---|
| | | Current Month | Year To Date |
| 1. | Suspected pregnancy | _____ | _____ |
| 2. | Suspected child abuse | _____ | _____ |
| 3. | Divorce | _____ | _____ |
| 4. | In-class behavior | _____ | _____ |
| 5. | Outside-class behavior | _____ | _____ |
| 6. | Runaway | _____ | _____ |
| 7. | Attendance | _____ | _____ |
| 8. | Academics | _____ | _____ |
| 9. | Peer relationships | _____ | _____ |
| 10. | Student/teacher relationships | _____ | _____ |
| 11. | Self-esteem | _____ | _____ |
| 12. | Family substance abuse | _____ | _____ |
| 13. | Student substance abuse | _____ | _____ |
| 14. | Family substance abuse | _____ | _____ |

| | | | |
|---|---|---|---|
| 15. | Death in the family | _____ | _____ |
| 16. | Suicide | _____ | _____ |
| 17. | Depression | _____ | _____ |
| 18. | Race relations | _____ | _____ |
| 19. | Criminal behavior | _____ | _____ |
| 20. | Other (specify) | _____ | _____ |

E. AMOUNT OF SERVICE PROVIDED

| | | Number | |
|---|---|---|---|
| | | Current Month | Year To Date |
| 1. | Teacher meeting, school board, PTA, etc. | _____ | _____ |
| 2. | Inservice presenter | _____ | _____ |
| 3. | Inservice attendance | _____ | _____ |
| 4. | Report writing, statistical recording/ tabulating, report reading from other agencies | _____ | _____ |
| 5. | Direct services | _____ | _____ |
| 6. | Indirect services | _____ | _____ |
| 7. | Professional Reading | _____ | _____ |
| 8. | Other (specify) | _____ | _____ |
| 9. | Professional organization meetings (NCSSW, NASW, CEC, etc.) | _____ | _____ |

10. Overtime worked this month _____ _____

11. Number of individual schools served this month _____ _____

F. COMMENTS AND CONCERNS

1. Special projects currently being planned or already in process:

2. Greatest disappointment this month:

3. Most significant achievement this month:

4. I would like to discuss the following with you:

---

## End of Year School Social Work Case Summary
**School Year 19___ - 19__**

---

Name:_____ Date of Birth: _____
School:_____ Grade:_____ Period Covered:_____

---

Reason for Referral:

Summary of School Social Work Service Plan and Progress:

Recommendations:

_____
School Social Worker

---

## APPENDIX D

### Professional Journals and Bulletins

School Social Work Journal
335 Linden Street
Glen Ellyn, Illinois 60137

Social Work
2 Park Avenue
New York, New York 10016

Bulletin
Chicago Area Chapter
National Association of Social Workers
220 South State Street
Chicago, Illinois 60054

School Social Work Bulletin
National Association of Social Workers
Suite 600
1425 H Street, N.W.
Washington, D.C. 2000

Social Casework
44 East 23rd Street
New York, New York 10010

Social Services Review
The University of Chicago
969 East 60th
Chicago, Illinois 60637

Social Work in Education
2 Park Avenue
New York, New York 10016

# APPENDIX E

## School Social Work Standards of Competence and Professional Practice

1. A school social worker shall demonstrate commitment to the values and ethics of the social work profession.

2. As leaders or members of interdisciplinary teams, school social workers shall work collaboratively to mobilize the resources of the local educational agencies and the community to meet the needs of children and families.

3. School social workers shall develop and provide training and educational programs that address the goals and mission of the institution.

4. School social workers shall organize their time, energies, and work loads to fulfill

5. their responsibilities and complete assignments with due consideration of the priorities among their various responsibilities.

6. School social workers shall maintain accurate data that is relevant to the planning, management, and evaluation of the school social work program.

7. School social workers shall be responsible for identifying individual children and target populations in need of services. They do so through a process of needs assessments that includes planned consultation with personnel of the local education agency, community representatives, and children and their families.

8. School social workers shall know how to use objective measures and shall integrate them into their evaluation and subsequent development of reports, when appropriate.

9. School social workers, as systems change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create those services.

10. School social workers shall provide consultation to personnel of the local education agency, members of school boards, and representatives of the community to promote understanding and the effective utilization of school social work services.

11. School social workers shall ensure that children and their families are provided services within the context of multicultural understanding and sensitivities that enhance the family's support of the children's learning experience.

12. School social workers shall be extended to children in ways that build on the children's individual strength and that offer them maximum opportunity to participate in the planning and direction of their own learning experiences.

13. School social workers shall empower children and their families to gain access to and effectively use formal and informal community resources.

14. School social workers shall maintain adequate safeguards for the privacy and confidentiality of information.

15. School social workers shall be trained in and use mediation and conflict resolution strategies to resolve children's educational problems.

16. School social workers shall advocate for children and their families in various situations.

17. School social workers shall possess knowledge and understanding that are basic to the social work profession and specialized knowledge and understanding of the local education agency, of the process of education, and of relevant legislation and due process.

18. School social workers shall develop skills for effective services to children, families, personnel of the local education agency, and the community.

19. School social workers shall meet the standards for practice set by the NASW, as well as the standards for the state.

20. School social workers shall assume responsibility for their own continued professional development.

21. School social workers shall contribute to the development of the profession by educating and supervising social work interns.

22. School social worker services should be provided by credentialed school social workers who are employees of the local education agency as part of integrated services to children.

23. Social workers in schools should be designated " school social workers."

24. The administrative structure of the local education agency should show clear lines of support and accountability for school social work programs.

25. The administrative structure established by the local education agency should provide for appropriate school social work supervision.

26. The local education agency should employ school social workers with the highest level of qualification for entry- level practitioners.

27. A local education agency's classification and salary schedule should provide for school social worker's position and salaries at a level appropriate to their education, experience, and responsibilities. Classifications and salaries should be formulated by procedures that are consistent with those of similarly qualified professional personnel of the local education agency.

28. The local education agency should provide a work setting that permits social workers to use their competencies effectively.

29. The education agency should provide opportunities for social work staff to engage inn a program of social work in-service training and staff development.

30. The goals, objectives, and tasks of a school social work program should be clearly and directly related to the mission of the local education agency, the educational process, and the use of educational opportunities by children.

31. All schools social work programs, new or long standing, should be evaluated on an ongoing basis to determine their relevance, effectiveness, efficiency, and contributions to the process of educating children.

32. Each state department of education should employ a school social work consultant who is a credentialed and experienced MSW school social worker.

The local education agency should establish and implement a school social worker- student population ratio to ensure reasonable work load expectations

*Taken from:NASW Standards for School Social Worker Services,1992.*

# APPENDIX F
# Public Schools of North Carolina
# Approved Programs in Social Work Education

## Approved Master of Social Work Programs

The University of North Carolina at Chapel Hill
School of Social Work
CB #3560, 300 Battle Hall
Chapel Hill, NC 27599-3560
Ph. (919) 966-4916 Fax. (919) 962-3384
Courier: Not Applicable
:

## Approved Bachelor of Social Work Programs

East Carolina University
School of Social Work
Ragsdale Building
Greenville, NC 27858
Ph. (252) 328-4383/4199
Courier: 01-42-08

Meredith College
Social Work Program
Department of Sociology and Social Work
3800 Hillsborough Street
Raleigh, NC 27607-5298
Ph. (919) 829-8348

North Carolina A & T State University
Department of Sociology and Social Work
201 Gibbs Hall
Greensboro, NC 27411
Ph. (336) 334-7894 Fax. (336) 334-7197
Courier: 02-12-11

North Carolina State University
Department of Sociology, Anthropology &
Social Work

CB#8107
Raleigh, NC 27695-8107
Ph. (919) 515-2492

Pembroke State University
Social Work Program
College Road
Pembroke, NC 28372
Ph. (910) 521-6380
Courier: 04 -35-02

The University of North Carolina at Greensboro
Social Work Department
P.O. Box 26170
Greensboro, NC 27412-6170
Ph. (336) 334-5147 Fax.(336) 334-5210
Courier: 02-14-23

# APPENDIX G

## National Association of Social Workers' Code of Professional Ethics*

*(Summary of Major Principles)*

**I. The Social Worker's Conduct and Comportment as a Social Worker**

A. *Propriety* The social worker should maintain high standards of personal conduct in the capacity or identity as a social worker.

B. *Competency and Professional Development* The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.

C. *Service* The social worker should regard as primary the service obligation of the social work profession.

D. *Integrity* The social worker should act in accordance with highest standards of professional integrity.

E. *Scholarship and Research* The social worker engaged in study and research should be guided by the conventions of social inquiry.

**II. The Social Worker's Ethical Responsibility to Clients**

F. *Primacy of Client Interests* The social worker's primary responsibility is to the client.

G. *Rights and Prerogatives of Clients* The social worker should make every effort to foster maximum self-determination on the part of clients.

H. *Confidentiality and Privacy* The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.

I. *Fees* When setting fees, social workers should ensure that they are fair, reasonable considerate and commensurate with the service performed and with due regard for the client's ability to pay.

**III. The Social Worker's Ethical Responsibility to Colleagues**

J. *Respect, Fairness, and Courtesy* The social worker should treat colleagues with respect, courtesy, fairness and good faith.

K. *Dealing wit Colleagues' Clients* The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

**IV. The Social Worker's Ethical Responsibility to Society**

L. *Commitments to Employing Organizations* The social worker should adhere to commitments made to the employing organizations.

**V. The Social Worker's Ethical Responsibility to the Social Work Profession**

M. *Maintaining the Integrity of the Profession* The social worker should uphold and advance the values, ethics, knowledge and mission of the profession.

N. *Community Service* The social worker should assist the profession in making social services available to the general public.

O. *Development of Knowledge* The social worker should take responsibility of identifying, developing and fully utilizing knowledge for professional practice.

## VI. The Social Worker's Ethical Responsibility to Society

P. *Promoting the General Welfare* The social worker should promote the general welfare of society.

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# APPENDIX H

## References on Social Work Practice and Policy


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